

FY07

Executive Summary of Iowa's Certified Annual Report for Career and Technical Education

Iowa Department of Education
Division of Community Colleges and Workforce Preparation
February 2008

State of Iowa
Department of Education
Grimes State Office Building
Des Moines, Iowa
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EXECUTIVE SUMMARY

I. PROGRAM ADMINISTRATION

A. Report on State Administration

The Iowa Department of Education (DE) is the eligible agency that administers the use of Carl D. Perkins Vocational and Technical Act of 1998 grant funds. More specifically, the Bureau of Community Colleges and Career and Technical Education within the Division of Community Colleges and Workforce Preparation has the responsibility for implementing this act in Iowa. The Iowa State Board of Education approved the five-year Perkins plan in March 1999. Implementation of the new act began July 1, 1999 and the act was reauthorized and extended through June 2007 by the federal government. The administrator for the Division of Community Colleges and Workforce Preparation serves as the lead administrator responsible for the plan.

Performance data on secondary CTE (career and technical education) programs were collected through Project Easier. Performance data on postsecondary career and technical programs continues to be collected through the CTE web-based year-end reporting process and the community college Management Information System (MIS). The collected data are analyzed according to core indicators and negotiated Final Agreed Upon Performance Levels (FAUPL). Perkins grant recipients are informed of the secondary programs needing improvement through a program specific report of the FAUPL attainment. The post-secondary programs are notified of their program specific FAUPL attainment through a series of reports. These data are also used in this report to the United States Department of Education.

B. Organization of Vocational and Technical Education Programs

CTE programs are currently aligned with a career pathway framework. Essential elements of the framework are as follows:

1. Academic Knowledge and Skills: A K-12+ structure of basic literacy knowledge and skills related to reading, language, math, and science (at a minimum). Actual knowledge and skills are developed locally.
2. Employability Knowledge and Skills: These are the workplace know-how skills needed to succeed in the workplace. It includes a listing of employability standards and benchmarks for all students.
3. Career Area Knowledge and Skills: A structure of knowledge about all aspects of a sector of the economy or sector of employment in the following areas: Agriscience and Natural Resources, Arts and communications, Business/Information and Marketing, Engineering/Industrial and Technological Sciences, Family and Human Services, and Health Sciences.

4. Occupational Cluster Knowledge and Skills: A 9-14 structure of standards and benchmarks, addressing specific occupational skills necessary for students preparing for entry in career interest with a broad cluster of related occupations. These were developed within each of the following service areas: Agriscience and Natural Resources, Business and Information Technology, Engineering/Industrial Technology, Health Sciences, Family and Human Services, and Marketing

Part II. Report on State Leadership

1. Required Use of Funds

Iowa uses Perkins funds to address each of the required federally mandated activities. Areas that were given attention in FY06 were developing, improving, or expanding the use of technology, professional development activities, support for programs to improve the academic and the career and technical skills of students, preparation for nontraditional training and employment, and support for partnerships to enable students to achieve state academic standards and career skill attainment.

Professional development included numerous activities such as the following:

- On November 10, 2006, an Administrators Forum was held on the Des Moines Area Community College Ankeny (IA) Campus. All of the 15 community colleges across the State of Iowa were represented. The Administrators Forum is an annual event which addresses issues facing new and /or seasoned administrators at the community colleges.
- The DE in partnership with each service area's professional organization coordinated statewide conferences that provided professional development opportunities for CTE educators.
- The DE has fostered the pre-engineering curriculum developed by Project Lead the Way (PLTW). In 2005-06 Iowa established eleven PLTW sites; this number grew to twenty-six in 2006-07. In 2007-08 Iowa is anticipating the number of PLTW to grow to sixty-one.
- The statewide Entrepreneurship Education Task force completed a final report, in which strategies and suggestions were presented. This report was also presented to the Directors of IDED and the Department of Education.
- The DE staff provided facilitation for Business and Information Technology area representatives regarding their duties for regional professional development. DE staff also provided professional development sessions at the Iowa Business Education Association (IBEA) conference and the Career and Technical Student Organizations (CTSO) advisors' conference and provided business curriculum, including model assessment resources, to business and information technology area representatives to provide to instructors at their area meetings.
- The DE in partnership with the Iowa School Counselor's Association held a Counselor Academy in West Des Moines to increase the school counselor's knowledge and skills with data to increase student achievement. Sessions focused on Perkins and school data, standards and benchmarks, partnership opportunities, and technology use of assessment and data collections.

Academic and technical skills attainment was addressed through activities such as the following:

- The DE staff coordinated the development of an inventory of Science, technology, Engineering, and Mathematics (STEM) initiatives planned or underway at the state's public secondary and postsecondary educational institutions. The web-based resource is a valuable tool for collaboration and coordination.
- Professional development was held for new instructional staff at the high school level in the areas of Agriculture, Family and consumer Sciences, business, Marketing, Health Occupations and Industrial Technology.

Preparation for individuals for nontraditional training and employment was addressed through activities such as the following:

- Over 100 participants attended the Community College Diversity Seminar to share and develop resources for recruiting, enrolling, retaining and graduating students in career areas nontraditional for their gender, students from underrepresented racial/ethnic groups and students with disabilities. Sample workshop topics included immigration processes, disability issues, inclusive community colleges environments, GLBT students, ethnic/race and gender in society and the workplace.
- Community colleges conducted a wide variety of campus and community-based events. Students, faculty, staff and community partnered to develop multicultural programming to increase the awareness on diversity, bi-lingual communication, ethnic minorities, and learning communities. Peer mentoring relationships were developed to serve students in non-traditional careers as well as improved data collection processes for non-traditional students.
- PLTW served as a vehicle to ensure awareness of middle school and high school girls of nontraditional career programs and to promote a more vigorous math and science curriculum. In 2006-07 PLTW programs reported 18.55 percent participation from females which is a 1.50 percent increase over 2005-2006.

2. Permissive Uses of Funds:

Leadership funds were used in the following permissible activities identified in Perkins III:

- Technical assistance for eligible recipients: State program consultants provided technical assistance to secondary districts and community colleges on program development; program assessment; federal reporting, how to utilize the data locally, career and technical student organizations; articulation of secondary programs and community college programs, including Tech-Prep programs; and strategic planning with community colleges program-area deans, (such as nursing and business program deans and Ag Alliance). These activities included CTE teachers and administrators.
- A new resource, The Iowa Career Resource Guide, was developed with Iowa Workforce Development/ Labor Market staff and staff from the Iowa DE/Community College Workforce Preparation as a resource for secondary school students. This resource was designed to be a foundational career information guide about the 16 Career Clusters, Iowa wage and projection data over the 16 clusters, and other career planning components to enhance the planning process for Iowa students. Each middle school in Iowa received at least 40 copies for use with students in career development.

- The Iowa Tech Prep Network has created Tech Prep programs in every area of the state. In addition to academics, these programs are designed with a minimum of three units of career and technical instruction provided at the secondary level. Instruction must articulate with a community college and conclude with an AAS degree. Secondary students may have the opportunity to receive college credit while in high school for advanced-level instruction.
- The following Iowa career and technical student organizations are active in the state of Iowa: Iowa Association of Skills USA, Iowa FFA Association (FFA), Business Professionals of Iowa (BPA), (DECA), An Association of Marketing Students, Health Occupations Student Association (HOSA), Family, Career and Community Leaders of America (FCCLA), Future Business Leaders of America/Phi Beta Lambda (FBLA/PBL), Postsecondary Agriculture Students (PAS), and Technology Student Association (TSA).

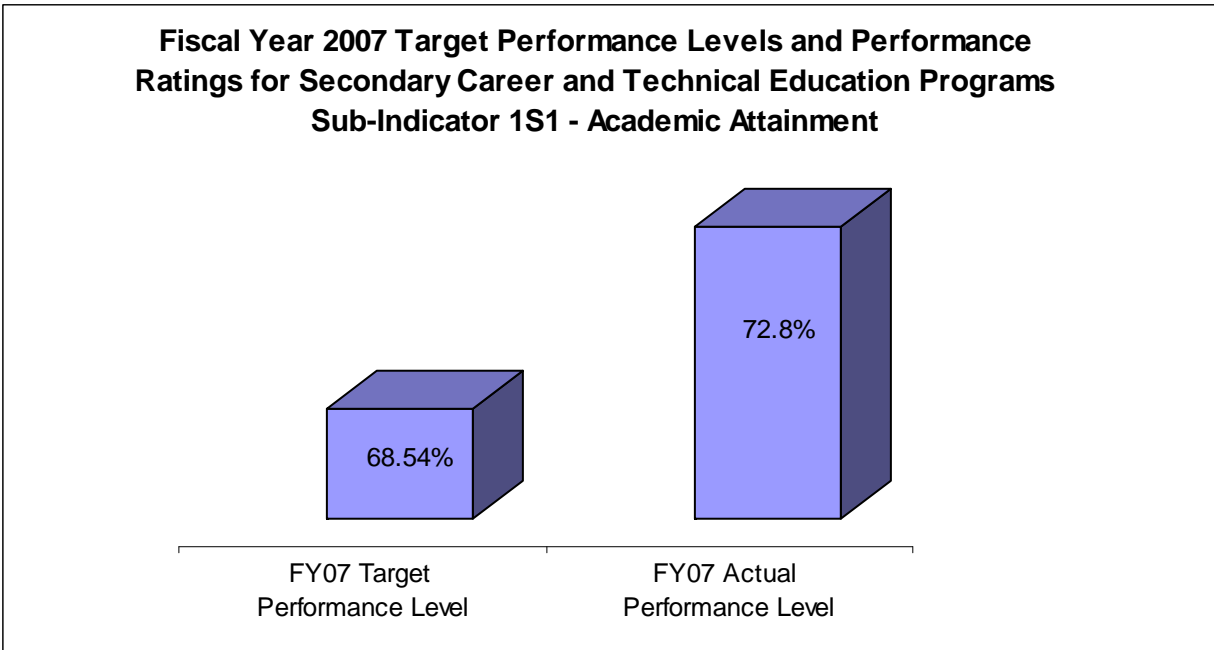
II. PROGRAM PERFORMANCE

A. State Performance Summary

Secondary Performance Indicators: A review of the multi-year performance ratings presented in exhibits 1-6 indicate the attainment levels of the State Level Federally Agreed Upon Performance Levels (FAUPLs) for secondary students.

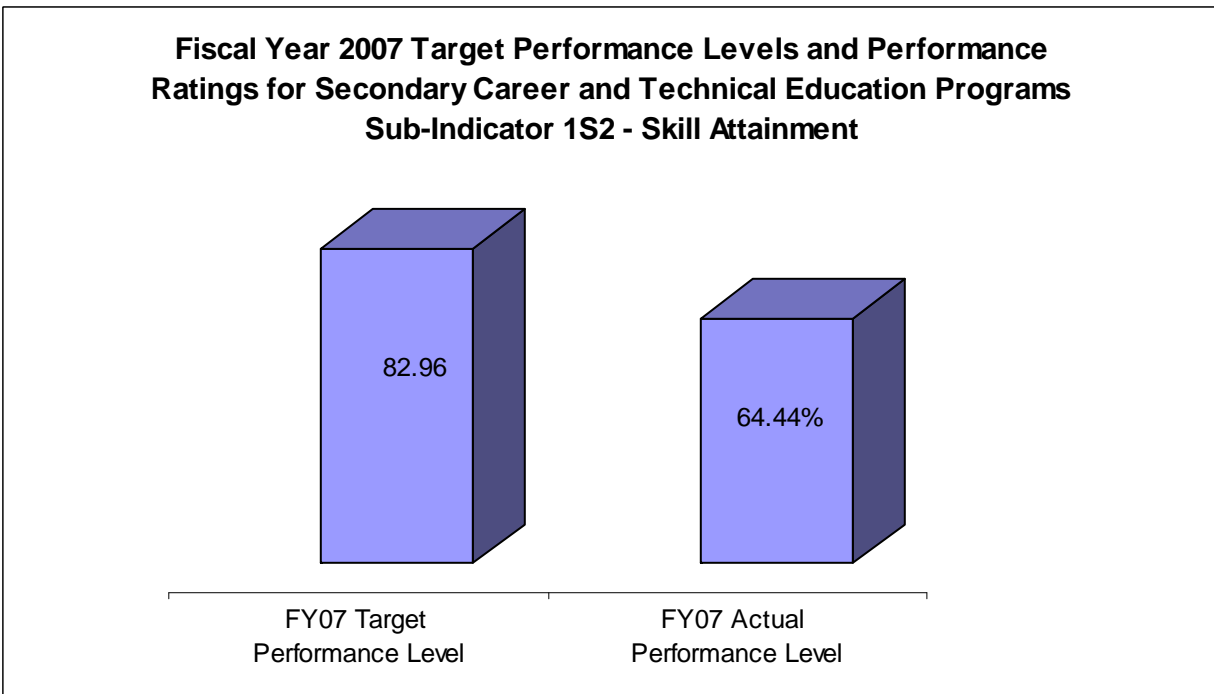
The state exceeded the target levels in Academic Attainment (1S1); Completion (2S1); Total Placement (3S1); and Nontraditional Participation (4S1). However, the state did not meet the target levels for Skill Attainment (1S2) and Nontraditional Completion (4S2). The state will continue to develop a better tool to assess students in these two areas. It was noted in the compilation of the report that better training needs to be provided to the field with emphasis on the need for complete and accurate data.

Exhibit 1



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

Exhibit 2



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

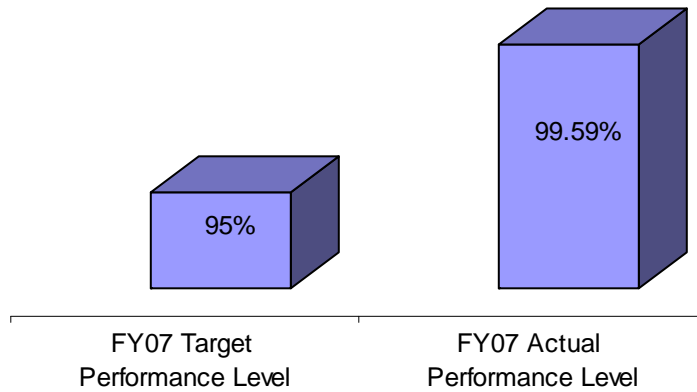
Note: the data reported is a statistical projection based on a stratified sample of individual student records reported through Project Easier. Project Easier is an individual student record system that was implemented statewide during the 2004-2005 academic year by the state of Iowa.

01/17/08

Iowa Department of Education
Division of Community Colleges and Workforce Preparation
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Exhibit 3

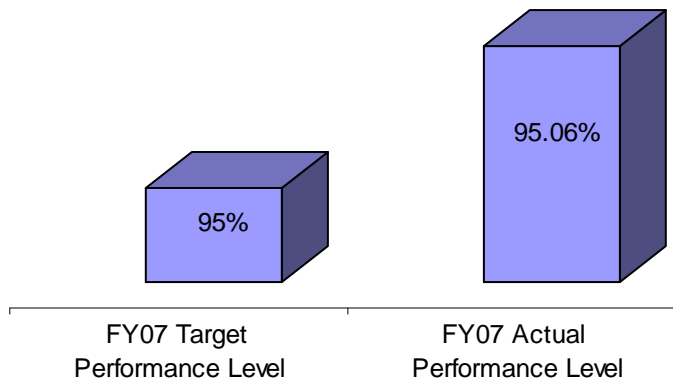
**Fiscal Year 2007 Target Performance Levels and Performance Ratings for Secondary Career and Technical Education Programs
Sub-Indicator 2S1 - Completion**



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

Exhibit 4

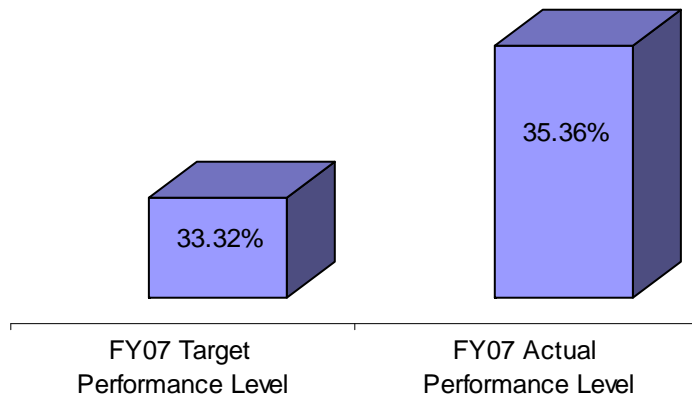
**Fiscal Year 2007 Target Performance Levels and Performance Ratings for Secondary Career and Technical Education Programs
Sub-Indicator 3S1 - Total Placement**



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

Exhibit 5

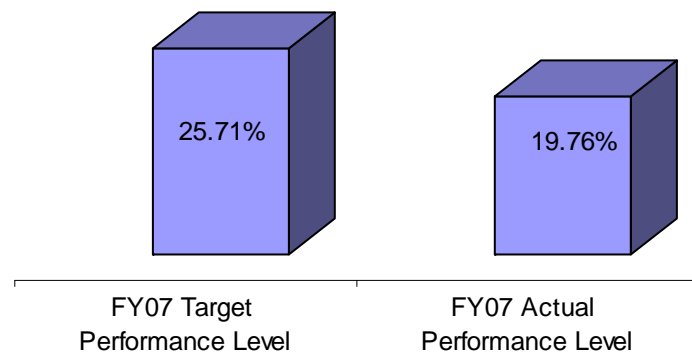
Fiscal year 2007 Target Performance Levels and Performance Ratings for Secondary Career and Technical Education Programs Sub-Indicator 4S1 - Nontraditional Participation



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

Exhibit 6

Fiscal Year 2007 Target Performance Levels and Performance Ratings for Secondary Career and Technical Education Programs Sub-Indicator 4S2 - Nontraditional Completion

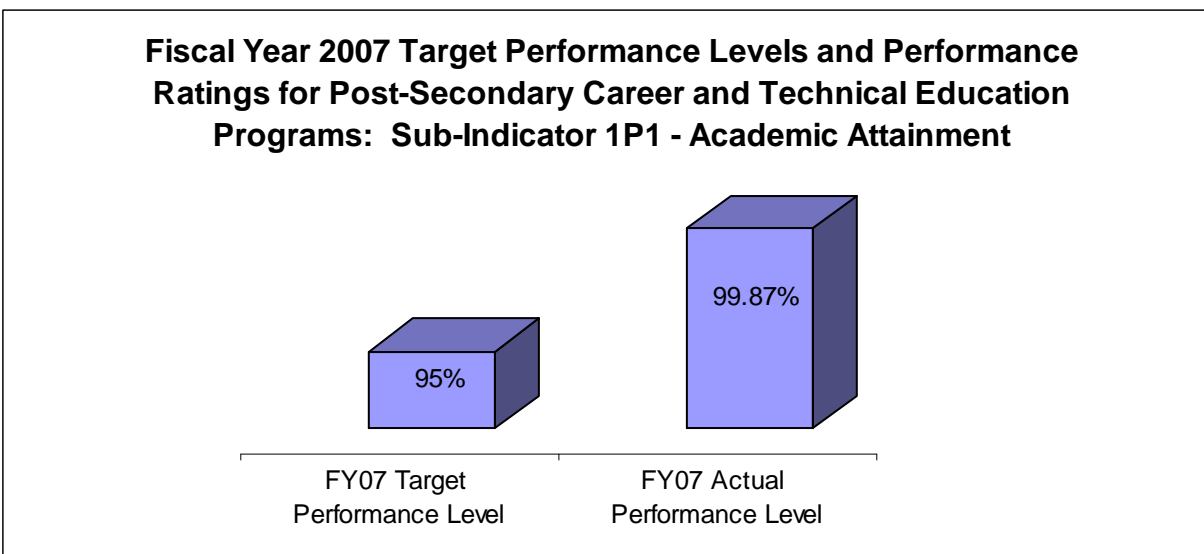


Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

Postsecondary Performance Indicators: The data collection process at the postsecondary level utilizes multiple data sources from the CTE Information system, the MIS, and the State Unemployment Insurance System. Exhibits 7 through 13 illustrate Iowa's performance against the state level federally agreed upon performance levels.

At the postsecondary level, the state exceeded the targeted performance levels in Academic Attainment (1P1); Skill Attainment (1P2); Completion (2P1); Retention (3P2); Nontraditional Participation (4P1) and Nontraditional Completion (4P2). However, the state did not meet the postsecondary target performance level on Total Placement (3P1). For 3P1, the state has taken a proactive approach to use other data sources to capture the placement of students who graduated from Iowa's postsecondary colleges. The State Department of Education (DE) has entered into an agreement with Iowa Workforce Development (IWD) to identify students' placement using Iowa Workforce Unemployment Insurance data. Other data sources that will be employed by the state to address the placement issues are the state's Management Information System (MIS) and the use of other data clearinghouses to identify those graduate who could not be located using the list in the state data sources. The state is also determined to utilize the IWD data to reach those students who may have taken employment in the surrounding states (Illinois, Minnesota, Missouri, Nebraska, South Dakota and Wisconsin).

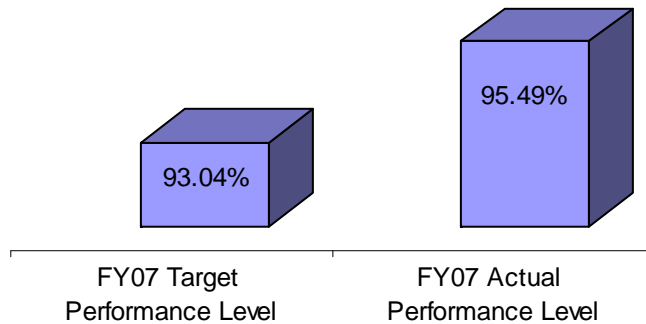
Exhibit 7



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

Exhibit 8

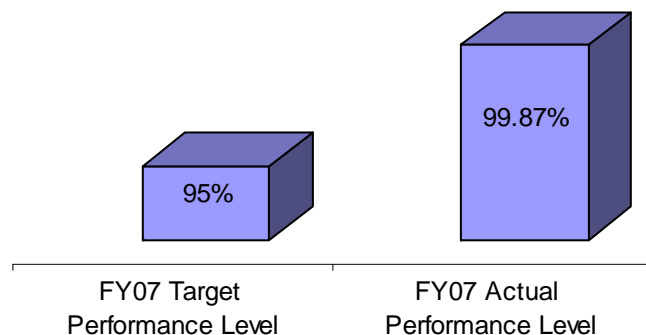
Fiscal Year 2007 Target Performance Levels and Performance Ratings for Post-Secondary Career and Technical Education Programs - Sub-Indicator 1P2 - Skill Attainment



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

Exhibit 9

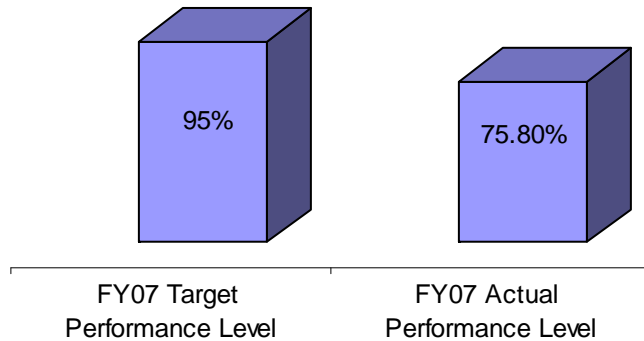
Fiscal Year 2007 Target Performance Levels and Performance Ratings for Post-Secondary Career and Technical Education Programs - Sub-Indicator 2P1 - Completion



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

Exhibit 10

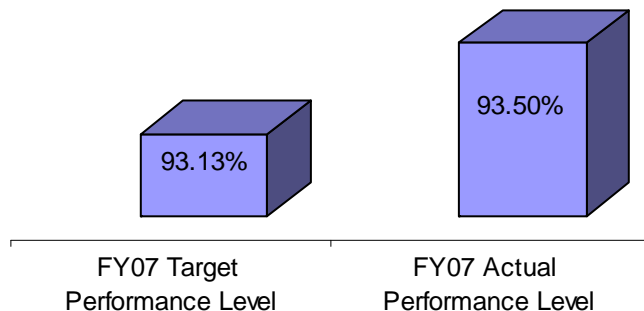
Fiscal Year 2007 Target Performance Levels and Performance Ratings for Post-Secondary Career and Technical Education Programs - Sub-Indicator 3P1 - Total Placement



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

Exhibit 11

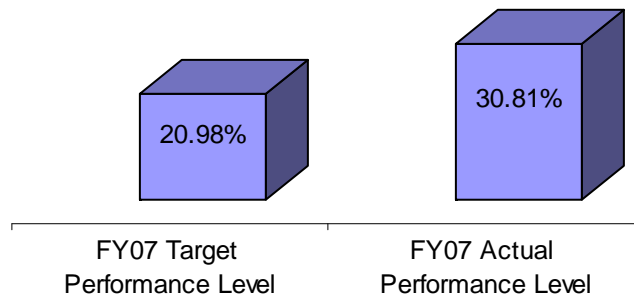
Fiscal Year 2007 Target Performance Levels and Performance Ratings for Post-Secondary Career and Technical Education Programs - Sub-Indicator 3P2 - Retention



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

Exhibit 12

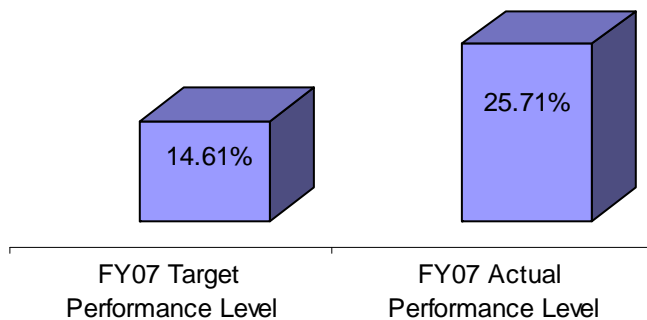
Fiscal Year 2007 Target Performance Levels and Performance Ratings for Post-Secondary Career and Technical Education Programs - Sub-Indicator 4P1 - Nontraditional Participation



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education

Exhibit 13

Fiscal Year 2007 Target Performance Levels and Performance Ratings for Post-Secondary Career and Technical Education Programs - Sub-Indicator 4P2 - Nontraditional Completion



Source: Iowa's 2007 Certified Annual Report for Career and Technical Education